



HODGES ELEMENTARY

4717 Main Street
Hodges, S.C. 29653

Grades	K-5 Elementary School	
Enrollment	199 Students	
Principal	Roger Richburg	864-374-5000
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Average	Good
2009	Average	Good
2008	Below Average	Good
2007	Below Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

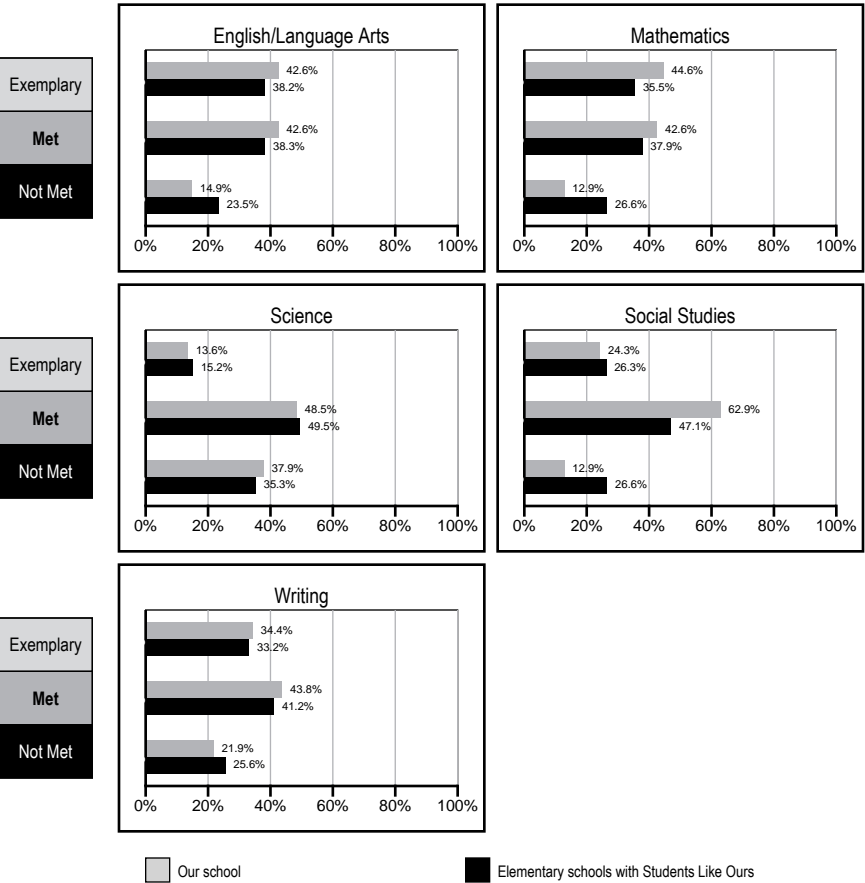
97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	27	78	6	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=199)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Up from 0.4%	1.2%	1.1%
Attendance rate	96.5%	Up from 95.6%	96.0%	96.2%
Served by gifted and talented program	15.2%	Up from 12.8%	12.7%	13.4%
With disabilities other than speech	5.8%	Down from 7.8%	4.7%	4.1%
Older than usual for grade	0.5%	Up from 0.0%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	46.2%	Up from 44.4%	61.3%	62.5%
Continuing contract teachers	100.0%	Up from 94.4%	90.0%	88.2%
Teachers returning from previous year	80.8%	Down from 89.5%	88.1%	87.8%
Teacher attendance rate	96.6%	Up from 94.1%	95.0%	95.2%
Average teacher salary*	\$49,836	Up 2.1%	\$46,767	\$46,773
Professional development days/teacher	15.9 days	Up from 13.7 days	11.2 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 16.9 to 1	19.6 to 1	19.9 to 1
Prime instructional time	90.9%	Up from 88.8%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,257	Down 0.3%	\$7,423	\$7,447
Percent of expenditures for instruction**	65.8%	Up from 64.2%	67.9%	68.4%
Percent of expenditures for teacher salaries**	62.4%	Down from 62.8%	65.1%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of Hodges Elementary School is to provide all students with a quality education that promotes responsible life-long learning to become self-reliant citizens. The entire Hodges Elementary School Family has worked with a renewed effort to complete this mission during the 2010-2011 school year.

Teachers participated in professional development throughout the year to improve their authentic engagement skills. Lessons were designed to create excitement and to motivate students. SMART Board Training was updated and additional lessons were added to the current curriculum.

Balanced Literacy continued to be the focus of our ELA Curriculum and we continued to experience success. Instruction in our mathematics lab provided our students with a better understanding of mathematics operations. Social Studies and Science manipulatives were updated to encourage deeper levels of understanding and enthusiastic participation.

Initiatives to support life-long learning were our drill team, Grandparent's Day, MAP Celebrations, PBIS Celebrations, test talks, fall conference nights, PTO meetings, Hodges Has Talent student performances, and Schoolwide Planning Meetings. Students, parents, teachers, and community members participated in fundraisers for the United Way, the American Cancer Society, the March of Dimes, and various other PTO fundraising activities. The Hodges Elementary Family exceeded its goals during all campaigns.

Hodges Elementary has established the foundation for the Greenwood School of Inquiry-a school wide initiative-which will be implemented during the 2011-2012 school year. State academic standards for English language arts, math, science, and social studies will be taught in an environment that embraces authentic investigations and project-based learning. Research, data, and technology will be used as primary learning tools. All GSI teachers have received specialized training.

At Hodges Elementary-a Silver Award Winning School-our faculty, staff, administrators, parents, students, and community stakeholders share in the responsibility of providing a student-centered supportive learning environment.

Roger Richburg, Principal

Mark Stevens, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	35	35
Percent satisfied with learning environment	100.0%	91.4%	82.9%
Percent satisfied with social and physical environment	100.0%	94.3%	91.4%
Percent satisfied with school-home relations	89.5%	94.3%	91.2%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 15 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	112	100	14.9	42.6	42.6	92.1	81.4	82.4	Yes	Yes
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Gender

Male	66	100	12.3	45.6	42.1	93	78.3	78.7	N/A	N/A
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Female	46	100	18.2	38.6	43.2	90.9	84.7	86.2	N/A	N/A
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Racial/Ethnic Group

White	67	100	4.8	41.3	54	98.4	91.1	88.9	Yes	Yes
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African American	41	100	30.6	44.4	25	80.6	72	72.9	I/S	Yes
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	70.9	79.3	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
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Disability Status

Disabled	15	100	50	21.4	28.6	57.1	42.4	48.1	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
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English Proficiency

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.2	78.3	I/S	I/S
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Socio-Economic Status

Subsidized meals	77	100	18.2	43.9	37.9	87.9	73.7	75.4	Yes	Yes
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Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	112	100	12.9	42.6	44.6	91.1	81.6	81.9	Yes	Yes
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Gender

Male	66	100	12.3	43.9	43.9	93	79.6	79.9	N/A	N/A
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Female	46	100	13.6	40.9	45.5	88.6	83.8	84.1	N/A	N/A
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Racial/Ethnic Group

White	67	100	3.2	42.9	54	98.4	92.1	88.9	Yes	Yes
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African American	41	100	30.6	41.7	27.8	77.8	70.8	71.4	I/S	Yes
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	98.1	94.6	I/S	I/S
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	73.8	81.1	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
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Disability Status

Disabled	15	100	42.9	42.9	14.3	57.1	41.6	47.3	I/S	I/S
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
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English Proficiency

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	74.3	81.4	I/S	I/S
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Socio-Economic Status

Subsidized meals	77	100	16.7	48.5	34.8	89.4	73.5	74.9	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	75	100	38.8	47.8	13.4	61.2	63.2	68.6
Gender								
Male	44	100	37.8	45.9	16.2	62.2	63.9	68.3
Female	31	100	40	50	10	60	62.5	68.9
Racial/Ethnic Group								
White	39	100	24.3	54.1	21.6	75.7	81.3	80.7
African American	32	100	55.6	40.7	3.7	44.4	46.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	43	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	29.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	43.5	60.7
Socio-Economic Status								
Subsidized meals	53	100	42.2	46.7	11.1	57.8	49.5	57.3

Social Studies

All Students	76	100	12.9	62.9	24.3	87.1	69.2	72.5
Gender								
Male	47	100	14.3	54.8	31	85.7	71.2	72
Female	29	100	10.7	75	14.3	89.3	67	73.1
Racial/Ethnic Group								
White	50	100	6.4	61.7	31.9	93.6	83	81
African American	24	100	28.6	61.9	9.5	71.4	55.5	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.9	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	57.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	35.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	57.4	69.7
Socio-Economic Status								
Subsidized meals	52	100	19.6	60.9	19.6	80.4	58.6	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	38	100	21.9	43.8	34.4	78.1	72.9	73.2	96.5	96
Gender										
Male	24	100	21.1	47.4	31.6	78.9	67.7	67.2	96.5	96
Female	14	100	23.1	38.5	38.5	76.9	78.4	79.4	96.5	96.1
Racial/Ethnic Group										
White	20	100	11.1	50	38.9	88.9	84.5	81.5	96.2	96.1
African American	16	100	35.7	35.7	28.6	64.3	61.2	61.3	96.8	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.2	87	N/A	98.2
Hispanic	2	I/S	N/A	N/A	N/A	N/A	64.2	66.7	98.8	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.8
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	26.3	26	96	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	95.8
English Proficiency										
Limited English Proficient	2	I/S	N/A	N/A	N/A	N/A	64.4	65.7	98.8	96.6
Socio-Economic Status										
Subsidized meals	25	100	36.8	47.4	15.8	63.2	64.2	63.2	96.1	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	41	100	7.5	37.5	55	92.5
	4	42	100	22.5	42.5	35	77.5
	5	37	100	21.6	35.1	43.2	78.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	35	100	11.8	20.6	67.6	88.2
	4	39	100	14.3	51.4	34.3	85.7
	5	38	100	18.8	56.3	25	81.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	41	100	25	32.5	42.5	75
	4	42	100	17.5	57.5	25	82.5
	5	37	100	27	40.5	32.4	73
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	35	100	20.6	29.4	50	79.4
	4	39	100	2.9	42.9	54.3	97.1
	5	38	100	15.6	56.3	28.1	84.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	20	100	55	30	15	45
	4	42	100	35	60	5	65
	5	19	100	31.6	63.2	5.3	68.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	17	100	41.2	41.2	17.6	58.8
	4	39	100	31.4	51.4	17.1	68.6
	5	19	100	N/AV	N/AV	N/AV	46.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	21	100	23.8	61.9	14.3	76.2
	4	42	100	22.5	72.5	5	77.5
	5	18	100	27.8	50	22.2	72.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	18	100	11.8	47.1	41.2	88.2
	4	39	100	14.3	68.6	17.1	85.7
	5	19	100	11.1	66.7	22.2	88.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	40	100	20	50	30	80
	4	43	95.4	25.6	38.5	35.9	74.4
	5	39	100	20.5	48.7	30.8	79.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	38	100	21.9	43.8	34.4	78.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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